

Over the past decade, the principal has been increasingly recognized as a critical factor for improving student achievement. During this time, a number of organizations have initiated discussions about the knowledge, dispositions, and performances of effective school leaders. In the mid-1990s, for example, the Council of Chief State School Officers (CCSSO) formed the Council's Interstate School Leaders Licensure Consortium (ISLLC) as part of a partnership with the National Policy Board for Educational Administration (NPBEA). Together with other major educational leadership organizations, practitioners, and policymakers throughout the nation, they developed and published a set of model standards reflecting what school leaders should know and understand; what they should be able to do; what they should value and believe; and to what they should commit.¹ By the fall of 2004, policymakers in at least 40 states had incorporated the ISLLC standards into principal licensure policies, and additional states were considering their adoption.

In response to requests for research-based guidance on licensure policies that support the development of principals who positively impact student learning, Mid-continent Research for Education and Learning (McREL) developed the

Balanced Leadership Framework™, which identifies specific leadership responsibilities and practices correlated with student achievement. The purpose of this article is to summarize the theory and research underlying the Balanced Leadership Framework and answer the question: In what ways does the Balanced Leadership Framework compare and/or add value to the ISLLC standards for the preparation, licensure, and professional development of school leaders?

Balanced Leadership Framework

McREL's Balanced Leadership Framework is built on a foundation of quantitative research studies that investigated the relationship between school leadership and student achievement. What distinguishes McREL's analysis from other studies of school leadership is the size of the sample, the rigor of the analysis, and the utility of the findings. The framework also reflects key distinctions about change gleaned from our research and an extensive review of relevant theoretical literature. In aggregate, the findings offer straightforward research-based guidance for policymakers, senior education officials, and those involved in the development and preparation of principals.

Distinguishing the Essential from the Important: Using Research to Strengthen the Use of Standards for Administrator Preparation and Licensure Programs

by Tim Waters, Ed.D and Sally Grubb, Ph.D



Exhibit 1. Responsibilities and associated practices⁴

Responsibilities	Definition <i>The extent to which the principal</i>	Avg. r	Practices Associated with Responsibilities
Affirmation	...recognizes & celebrates school accomplishments & acknowledges failures	.19	<ul style="list-style-type: none"> • Systematically and fairly recognizes and celebrates accomplishments of teachers and staff • Systematically and fairly recognizes and celebrates accomplishments of students • Systematically and fairly acknowledges failures and celebrates accomplishments of the school
Change agent	...is willing to & actively challenges the status quo	.25	<ul style="list-style-type: none"> • Consciously challenges the status quo • Is comfortable leading change initiatives with uncertain outcomes • Systematically considers new and better ways of doing things
Communication	...establishes strong lines of communication with teachers & among stakeholders	.23	<ul style="list-style-type: none"> • Is easily accessible to teachers and staff • Develops effective means for teachers and staff to communicate with one another • Maintains open and effective lines of communication with teachers and staff
Contingent rewards	...recognizes & rewards individual accomplishments	.24	<ul style="list-style-type: none"> • Recognizes individuals who excel • Uses performance vs. seniority as the primary criterion for reward and advancement • Uses hard work and results as the basis for reward and recognition
Culture	...fosters shared beliefs & a sense of community & cooperation	.25	<ul style="list-style-type: none"> • Promotes cooperation among teachers and staff • Promotes a sense of well-being • Promotes cohesion among teachers and staff • Develops an understanding of purpose • Develops a shared vision of what the school could be like
Curriculum, instruction, assessment	...is directly involved in the design & implementation of curriculum, instruction, & assessment practices	.20	<ul style="list-style-type: none"> • Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms. • Is involved with teachers to address assessment issues
Discipline	...protects teachers from issues & influences that would detract from their teaching time or focus	.27	<ul style="list-style-type: none"> • Protects instructional time from interruptions • Protects/shelters teachers from distractions
Flexibility	...adapts his or her leadership behavior to the needs of the current situation & is comfortable with dissent	.28	<ul style="list-style-type: none"> • Is comfortable with major changes in how things are done • Encourages people to express opinions that may be contrary to those held by individuals in positions of authority • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Focus	...establishes clear goals & keeps those goals in the forefront of the school's attention	.24	<ul style="list-style-type: none"> • Establishes high, concrete goals and the expectation that all students will meet them • Establishes high, concrete goals for all curricula, instruction, and assessment • Establishes high, concrete goals for general functioning of the school • Keeps everyone's attention focused on established goals
Ideals/beliefs	...communicates & operates from strong ideals & beliefs about schooling	.22	<ul style="list-style-type: none"> • Holds strong professional ideals and beliefs about schooling, teaching, and learning • Shares ideals and beliefs about schooling, teaching, and learning with teachers, staff, and parents • Demonstrates behaviors that are consistent with ideals and beliefs
Input	...involves teachers in the design & implementation of important decisions & policies	.25	<ul style="list-style-type: none"> • Provides opportunities for input from teachers and staff on all important decisions • Provides opportunities for teachers and staff to be involved in policy development • Involves the school leadership team in decision making
Intellectual stimulation	...ensures that faculty & staff are aware of the most current theories & practices & makes the discussion of these a regular aspect of the school's culture	.24	<ul style="list-style-type: none"> • Stays informed about current research and theory regarding effective schooling • Continually exposes teachers and staff to cutting edge ideas about how to be effective • Systematically engages teachers and staff in discussions about current research and theory • Continually involves teachers and staff in reading articles and books about effective practices

Responsibilities	Definition <i>The extent to which the principal</i>	Avg. r	Practices Associated with Responsibilities
Knowledge of curriculum, instruction assessment	... is knowledgeable about current curriculum, instruction, & assessment practices	.25	<ul style="list-style-type: none"> • Is knowledgeable about curriculum and instructional practices • Is knowledgeable about assessment practices • Provides conceptual guidance for teachers regarding effective classroom practice
Monitors/evaluates	... monitors the effectiveness of school practices & their impact on student learning	.27	<ul style="list-style-type: none"> • Monitors and evaluates the effectiveness of the curriculum • Monitors and evaluates the effectiveness of instruction • Monitors and evaluates the effectiveness of assessment
Optimizer	... inspires & leads new & challenging innovations	.20	<ul style="list-style-type: none"> • Inspires teachers and staff to accomplish things that might seem beyond their grasp • Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things • Is a driving force behind major initiatives
Order	... establishes a set of standard operating procedures & routines	.25	<ul style="list-style-type: none"> • Provides and enforces clear structures, rules, and procedures for teachers, staff, and students • Establishes routines regarding the running of the school that teachers and staff understand and follow
Outreach	... is an advocate or spokesperson for the school to all stakeholders	.27	<ul style="list-style-type: none"> • Ensures that the school is in compliance with district and state mandates • Advocates on behalf of the school in the community • Interacts with parents in ways that enhance their support for the school • Ensures that the central office is aware of the school's accomplishments
Relationships	... demonstrates an awareness of the personal aspects of teachers & staff	.27	<ul style="list-style-type: none"> • Remains aware of personal needs of teachers and staff • Maintains personal relationships with teachers and staff • Is informed about significant personal issues in the lives of teachers and staff • Acknowledges significant events in the lives of teachers and staff
Resources	... provides teachers with materials & professional development necessary for the successful execution of their jobs	.25	<ul style="list-style-type: none"> • Ensures that teachers and staff have necessary materials and equipment • Ensures that teachers have necessary professional development opportunities that directly enhance their teaching
Situational awareness	... is aware of the details & undercurrents in the running of the school & uses this information to address current & potential problems	.33	<ul style="list-style-type: none"> • Is aware of informal groups and relationships among teachers and staff • Is aware of issues in the school that have not surfaced but could create discord • Can predict what could go wrong from day to day
Visibility	... has quality contact & interactions with teachers & students	.20	<ul style="list-style-type: none"> • Makes systematic and frequent visits to classrooms • Is highly visible around the school • Has frequent contact with students

The Balanced Leadership Framework is based on findings from two separate studies conducted by McREL between 2001 and 2004: a meta-analysis and a factor analysis² and *Leading Schools*.³ Briefly, our leadership research began in 2001 with a meta-analysis of more than 5,000 studies published since the early 1970s that purported to have examined the relationship between school leadership and student achievement. Sixty-nine of these studies met criteria for inclusion in the meta-analysis. This sample of 69 studies includes 2,802 schools with approximately 14,000 teachers and 1.4 million students—one of the largest-ever data-sets for an examination of research on school-level leadership practices.

Between July 2003 and May 2004, 652 principals responded to an online survey developed by McREL to collect data on the leadership responsibilities and practices identified in the meta-analysis as well as their leadership of change. The survey data served as the basis for a factor analysis that offered additional insights into findings of the meta-analysis. During this time, we also engaged in an extensive review of the theoretical literature on change, leadership, and the adoption of innovations. A number of key findings and theoretical concepts emerged from these analyses:

- Principal leadership is significantly correlated with student achievement. The average effect size, expressed as a cor-

relation, is .25. This means that a one standard deviation improvement in principal leadership is associated with a 10 percentile difference in student achievement.

- Twenty-one specific leadership responsibilities have statistically significant relationships to student achievement. We identified 66 practices principals use to fulfill these responsibilities (see Exhibit 1).
- Just as leaders can have a positive impact on student achievement, they also can have a marginal or, worse, a negative impact on achievement. This finding is referred to as the “differential impact” of leadership on student achievement.
- Principal-initiated change has varying implications for stakeholders with change positively associated with some responsibilities and negatively associated with others.

Maximizing the Use of the ISLLC Standards

As noted earlier, a large majority of states, in one way or another, are using the ISLLC standards to inform their principal licensure policies. Yet, in spite of their widespread use, in recent years a number of scholars have criticized the ISLLC standards for a variety of reasons, including their lack of depth, breadth, and research base.⁵ Following a request of the chief state school officers served through McREL’s contract as a Regional Education Laboratory, we compared our research findings to the ISLLC standards. The chief state school officers were interested in learning which of the practices found in the Balanced Leadership Framework are included in ISLLC standards, and which, if any, are not included.

To determine the degree to which McREL’s leadership responsibilities compare to the ISLLC standards, we conducted an initial comparative analysis of the ISLLC standards and the Balanced Leadership Framework.⁶ The findings from the analysis may enhance the ISLLC standards in three ways: (1) by increasing their utility, (2) by providing research-based guidance, and (3) by identifying the most essential responsibilities of the 21 identified.

Increased utility. For research findings to be useful and accessible to policymakers and practitioners, it is critical to organize and communicate them in ways that make it possible to apply them to policy and practice. For this reason, the organization of the research findings included in McREL’s framework is relatively simple. In contrast to the six ISLLC standards that encompass 184 indicators organized around “a common core of knowledge, dispositions, and performances,”⁷ the Balanced Leadership Framework includes 21 leadership

responsibilities and 66 associated practices.⁸ The organization and coherence of the leadership responsibilities and practices provide practical and easily accessible guidance for policymakers and practitioners.

In addition, the 21 leadership responsibilities and 66 practices are relatively straightforward when compared to the 184 indicators in the ISLLC standards. For example, in ISLLC Standard 5, one of the performances reads, “Community stakeholders are treated equitably.” In Standard 6, another reads, “Treats people fairly, equitably, and with dignity and respect.” Making a distinction between these performances, which are found in two different standards, poses a challenge for both policymakers and practitioners seeking to use them for program design, approval, and licensure. More challenging is determining if these performances are grounded in research correlated with student achievement.

Research-based guidance. All of the leadership responsibilities in McREL’s framework are significantly correlated with student achievement. Accordingly, the task of determining which responsibilities and practices are based on research as opposed to theory or professional wisdom is not left to policymakers and practitioners. The explicit connection between principal leadership responsibilities and student achievement in McREL’s framework offers unambiguous research-based guidance.

Although the “explicit goal” of the ISLLC standards was to “reground the profession” [and] “underscore learning and teaching,”⁹ the standards do not explicitly communicate the critical connection between the standards and improved student learning. Specifically, the research related to each of the ISLLC indicators is not provided. Ten years after their development and publication, Murphy presented the research base for the strategies underlying the ISLLC standards; his report,¹⁰ however, did not present the research base for each ISLLC indicator or standard. The Balanced Leadership Framework offers this guidance because each leadership responsibility was identified from research studies linking it to student achievement.

Identifying essential responsibilities. As Elmore asserts, “Knowing the right thing to do is the central problem of school improvement.”¹¹ School leaders who fail to select the most effective school and classroom practices for their improvement initiatives are not likely to guide their schools in the “right” direction. In fact, from our analysis, strong but misdirected principals can have a diminishing or negative impact on student achievement. Policymakers who approve preparation programs and licensure standards need to focus their policy initiatives

Exhibit 2. McREL's Balanced Leadership Practices Not Found in the ISLLC Standards¹⁴

Responsibilities	Definition <i>The extent to which the principal</i>	Associated Practices
Affirmation	...recognizes and celebrates school accomplishments and acknowledges failures.	<ul style="list-style-type: none"> • Systematically and fairly acknowledges failures and celebrates accomplishments of the school
Contingent rewards	...recognized and rewards individual accomplishments	<ul style="list-style-type: none"> • Uses hard work and results as the basis for reward and recognition • Uses performance vs. seniority as the primary criterion for reward and advancement
Curriculum, instruction, assessment	...is directly involved in the design and implementation of curriculum, instruction, and assessment practices.	<ul style="list-style-type: none"> • Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms • Is involved with teachers to address assessment issues
Flexibility	...adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.	<ul style="list-style-type: none"> • Adapts leadership style to needs of specific situations • Can be directive or non-directive as the situation warrants
Outreach	...is an advocate or spokesperson for the school to all stakeholders.	<ul style="list-style-type: none"> • Interacts with parents in ways that enhance their support for the school • Ensures that the central office is aware of the school's accomplishments
Relationships	...demonstrates an awareness of the personal aspects of teachers and staff.	<ul style="list-style-type: none"> • Remains aware of personal needs of teachers and staff • Acknowledges significant events in the lives of teachers and staff • Maintains personal relationships with teachers and staff • Is informed about significant personal issues in the lives of teachers and staff
Situational awareness	...is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.	<ul style="list-style-type: none"> • Can predict what could go wrong from day to day
Visibility	...has quality contact and interactions with teachers and students.	<ul style="list-style-type: none"> • Makes systematic and frequent visits to classrooms • Has frequent contact with students • Is highly visible around the school

on the responsibilities and practices that research indicates are essential for high levels of student achievement. Policies that require the use of this research in preparation programs and licensure standards can support the development of leaders who positively impact student achievement.

All of the knowledge, skills, and dispositions included in the ISLLC standards are important. However, they are not all essential for high levels of student achievement. The findings included in our framework clarify the knowledge, skills, and dispositions *essential* for high levels of student achievement. They are what Elmore refers to as “the right things to do.”

Knowing which leadership responsibilities have an impact on student achievement and the degree to which they do so is important information for policymakers interested in developing or refining policies on administrator preparation and licensure.

Because the ISLLC standards and the findings included in the Balanced Leadership Framework are more different than alike, a detailed comparison of the two does not result in a one-to-one correspondence. However, on a general level, a comparison of the leadership responsibility *communication* offers an example of how the research findings of the Balanced Leadership Framework can help policymakers determine what is essential among the many important indices included in the ISLLC standards. Comparing the three Balanced Leadership practices used to fulfill the responsibility *communication* with the six references to communication in the ISLLC standards illustrates essential practices in the area of communication. The following ISLLC indicators include references to communication:¹²

- The administrator has knowledge and understanding of effective communication.

- The administrator facilitates processes and engages in activities ensuring that effective communication skills are used.
- The administrator believes in, values, and is committed to collaboration and communication with families.
- The administrator facilitates processes and engages in activities ensuring that high visibility, active involvement, and communication with the larger community is a priority.
- The administrator facilitates processes and engages in activities ensuring that communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.
- The administrator facilitates processes and engages in activities ensuring that lines of communication are developed with decision makers outside the school community.

Although all of the indicators listed above may be important, there are no data about their relationship to student achievement. In contrast, Waters, Marzano, and McNulty found the following practices used by principals to fulfill the leadership responsibility *communication*, which is correlated with student achievement:

- Is easily accessible to teachers and staff.
- Maintains open and effective lines of communication with teachers and staff.
- Develops effective means for teachers and staff to communicate with one another.¹³

This is one of several examples of ways in which our meta-analysis highlights *essential practices* in contrast to the 184 *important* indices included in the ISLLC standards.

Extending the Scope of the ISLLC Standards

In addition to identifying ways in which the Balanced Leadership Framework enhances policymaker and practitioner use of the ISLLC standards, McREL’s comparative analysis

offers several other conclusions. First, although elements of many of the 66 Balanced Leadership practices can be found in the 184 ISLLC indicators, we found very few cases of a one-to-one correspondence of a leadership practice and an indicator. Second, there is evidence of many additional non-explicit associations between the ISLLC indicators and the Balanced Leadership practices; these associations require analysis beyond the scope of the examination conducted for this brief. Third, although some aspects of the practices can be found in the ISLLC indicators, we found no evidence of 17 of the 66 Balanced Leadership practices (see Exhibit 2). In other words, more than a quarter of the research-based Balanced Leadership practices are not reflected in the ISLLC indicators. This finding has particular implications for those who are currently using the ISLLC standards to guide their policymaking and decision-making processes; it also has particular implications for those interested in incorporating research-based practices into administrator preparation, licensure, and professional development programs.

Effective change leadership. Effective school leadership requires that principals use practices that are positively associated with student achievement. The goal of leaving no child behind necessitates that school leaders also possess the knowledge and skills to lead change effectively. The existing education system must be changed radically in order for all students to meet challenging standards. To make the kind of changes needed in our schools, however, school leaders must have a sophisticated understanding of change and know how to effectively initiate, lead, and sustain changes, including those that have varying implications for stakeholders. It is our view that effective change leadership requires an understanding of the change process beyond what is offered in the ISLLC standards:¹⁵

- The administrator has knowledge and understanding of the change process for systems, organizations, and individuals.

Exhibit 3. Perceptions that determine order of magnitude¹⁶

First Order	Second Order
An extension of the past	A break with the past
Within existing paradigms	Outside of existing paradigms
Consistent with prevailing norms, values	Conflicts with prevailing norms, values
Incremental	Complex
Linear	Nonlinear
Implemented with existing knowledge and skills	Requires new knowledge and skills
Implemented by experts	Implemented by stakeholders

- The administrator has knowledge and understanding of models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.

Acquiring the knowledge and gaining the skills referred to in these standards is critical. However, the Balanced Leadership Framework provides additional insights into the knowledge and skills essential to effective change leadership. Specifically, two conclusions from McREL's research should be helpful for principals and those who support them. The first conclusion, developed from an extensive review of the theoretical literature on change, highlights the importance of the "magnitude of change," or the implications that changes have for stakeholders. A second conclusion, derived from our factor analysis, focuses on specific leadership responsibilities associated with leading changes perceived as either first-order or second-order by stakeholders.

The concept of the "magnitude of change" was derived from the change literature, which generally describes two types of changes: first order and second order. First-order change is thought of as "business as usual." Second-order change is thought of as a break with the past or with the way things have traditionally been done. McREL's Balanced Leadership Framework, however, ascribes the magnitude of change to the perceptions of individuals who must implement it or who are impacted by it. This view differs from the common understanding in that magnitude is based more on the knowledge, values, experience, and expertise of people affected by it than the policies, procedures, or approaches in the change itself.

In our view, change is considered to be first-order when stakeholders view the change as a continuation of the past that builds on existing knowledge, capitalizes on existing expertise, and is generally in line with their existing perspectives. Conversely, change is considered second-order when stakeholders view it as a break with the past that requires new learning, challenges existing expertise, and conflicts with their existing perspectives. This kind of change often leaves people feeling less competent and less confident about their work and their relationships. For individuals and/or groups, this can feel like a loss. Regardless of the "gain" that a change may represent for a school, or any other organization, when the stakeholders in the school perceive they are sacrificing their competence, their identity, their relationships, or their sense of order, they may become resistant to the change. A change becomes second-order for individuals or groups when they perceive that it implies these kinds of losses.

Exhibit 3 lists the characteristics of change typically viewed as first and second order. It is important to recognize that not all stakeholders experience change in the same way. Any change might be viewed as first-order by some stakeholders and as second-order by others. This difference in perception can carry with it profoundly different responses from the two groups of stakeholders. Understanding this distinction is essential for effective change leadership.

What works when leading changes with first-order implications may not be effective when leading changes with second-order implications. For example, when a change is perceived as second order by a majority of stakeholders, a supportive or facilitative approach is necessary. Because these people will need to acquire new knowledge and gain new skills, and because they may feel as though they are losing relationships or status, they will need time and support for learning, grieving, adjusting to, and then accepting change. On the other hand, a more direct approach may be appreciated and effective for stakeholders for whom a change has first-order implications. For these people, because the change builds on existing knowledge, does not threaten their relationships or status, and is consistent with their values and beliefs, they may need only to be told that it is time to implement. In these cases, dedicating time and resources to help people adjust emotionally and psychologically to the change is not necessary. Principals, those who prepare them, and those who support them also need this understanding if they are to create the conditions necessary to initiate and sustain the changes needed in our schools.

The results of McREL's meta- and factor analyses included in the Balanced Leadership Framework add value to the use of the ISLLC standards for everyone interested in the impact of school-level leadership on student achievement. First, the findings offer an opportunity to maximize the use of the ISLLC standards by increasing the utility of the standards, offering research-based guidance, and identifying those leadership responsibilities that should take primacy. Second, the findings extend the scope of the ISLLC standards by identifying 17 leadership practices that are not evident in the ISLLC standards. Finally, our conclusions offer additional insights into the leadership of change.

Recommendations for Policymakers

Based on McREL's analyses, we recommend that policymakers consider the following actions:

- **Review principal licensure and relicensure programs to verify that they adequately address the knowledge and**

skills needed by principals to engage in research-based practices. If your state has already adopted standards for preparation and licensure, review them for the specific responsibilities and practices correlated with student achievement. If your state has not yet adopted standards, consider doing so and look for evidence that they include research-based practices correlated with higher levels of student achievement.

- **Develop the knowledge and skills of those who prepare administrators.** Approving preparation programs based on standards that embed research-based practices is a critical first step in improving the quality and consistency of administrator preparation and licensure. The second important step is to ensure that higher education faculty members or others teaching in these programs understand the standards and possess deep knowledge of research-based practices necessary to prepare school leaders for initial licensure and seasoned administrators for relicensure. This may require additional funding for professional development for higher education faculty teaching in preparation programs. Alternatively, this may require higher education institutions to partner with organizations in which this knowledge of research-based practices already exists.
- **Commit the resources necessary for high-quality, rigorous, and research-based professional development programs for principals.** Not all states require ongoing professional development of administrators for relicensure. Establishing such a requirement, then providing the incentives and funding needed to implement it, sends a powerful message about the importance of continuous learning for school-level leaders and the use of research as the basis for their practice.
- **Support the application of tools that enable practitioners to assess their use of research-based leadership practices.** Feedback from both staff and supervisors can be a powerful motivator for professional improvement and can focus the leader on the practices being used effectively, along with those that need improvement. Specific feedback tools, in particular, 360-degree surveys, are used in business and industry for these purposes. Similar tools for principals are in development and should be made available to them.
- **Monitor the changes initiated through policies and the implications of those changes for different stakeholders.** Our explanation of the varying implications of change applies to policymakers as well as to principals. The implications of changes initiated through new policies will be first-order for some and second-order for others. Failure

to recognize this possibility may contribute to unnecessary resistance among those affected by policy changes.

- **Collaborate with chief state school officers and other senior state leadership to influence the conditions necessary to support change with second-order implications.** The actions that principals take can influence student achievement. Their leadership will be amplified or moderated by the conditions within which they are working. Policies that focus the preparation of principals on standards suffused with research-based practices provide the support principals need to apply these practices effectively and increase the likelihood that administrator preparation programs will be translated into improved school and student performance. ■

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¹ Council of Chief State School Officers (CCSSO), *Interstate School Leaders Licensure Consortium: Standards for school leaders* (Washington, DC: Author, 1996).

² J. Timothy Waters, Robert J. Marzano, and Brian A. McNulty, *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement* (Aurora, CO: Mid-continent Research for Education and Learning, 2003). Available online at www.mcrel.org/topics/productDetail.asp?topicsID=7&productID=144.

³ J. Timothy Waters and Sally Grubb, *Leading Schools* (Aurora, CO: Mid-continent Research for Education and Learning, 2004).

⁴ Robert J. Marzano, J. Timothy Waters, and Brian A. McNulty, *School Leadership That Works: From Research to Results*, (Alexandria, VA: Association for Supervision and Curriculum Development, in press 2005).

⁵ Joseph Murphy, *Reculturing Educational Leadership: The ISLLC Standards Ten Years Out* (Washington, DC: National Policy Board for Educational Administration, 2003). Available online at www.npbea.org/Resources/ISLLC_10_years_9-03.pdf.

⁶ J. Timothy Waters and Sally Grubb, *The Leadership We Need* (Aurora, CO: Mid-continent Research for Education and Learning, 2004).

⁷ CCSSO, 1996.

⁸ See *Balanced Leadership* (2003) and *Leading Schools* (2004) at www.mcrel.org for more detailed information.

⁹ Murphy, 2003.

¹⁰ *ibid*

¹¹ Richard Elmore, *Knowing the Right Thing To Do: School Improvement and Performance-based Accountability* (Washington, DC: NGA Center for Best Practices, 2003).

¹² CCSSO, 1996.

¹³ Waters, Marzano, and McNulty, 2003.

¹⁴ Waters and Grubb, *The Leadership We Need*, 2004.

¹⁵ CCSSO, 1996.

¹⁶ Waters and Grubb, *The Leadership We Need*, 2004